DOCUMENT RESUME

ED 318 704 SP 032 207

AUTHOR McDonnell, John H.; And Others
TITLE Teachers' Career Stages and Availability and Appropriateness of Incentives in Teaching.
PUB DATE 89
NOTE 29p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Development; Career Ladders; Elementary Secondary Education; *Incentives; Merit Pay; *Motivation Techniques; *Professional Development; Teacher Salaries; *Teaching (Occupation)

ABSTRACT

Evidence on teachers' careers suggests that there are identifiable career stages through which teachers progress. Inherent in these career stages is the need for differentiated teacher incentives and development programs. The premise that the stages of development are important in planning effective professional incentives and development programs is well accepted. A model describing the dynamics of teachers' career cycles offers a view of career progression which reflects influences from environmental factors, both personal and organizational. The components of the career cycle are: (1) preservice, (2) induction, (3) competency building, (4) enthusiastic and growing, (5) career frustration, (6) stable and stagnant, (7) career wind-down, and (8) career exit. Appropriate incentives for each of these career stages are discussed. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED318704

TEACHERS' CAREER STAGES AND AVAILABILITY AND APPROPRIATENESS OF INCENTIVES IN TEACHING

John H. McDonnell, Professor
Department of Education
Beloit College
Beloit, Wisconsin 53511
608-365-3391

Judith C. Christensen, Director
Master of Arts in Teaching Program
National College of Education
2840 Sheridan Road
Evanston, Illinois 60201
312-475-1100

Jay R. Price, Professor of Education
University of Wisconsin, Stevens Point
Stevens Point, Wisconsin 54481
715-346-4351

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J.C. Christensen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This paper was prepared by John H. McDonnell, Judith Christensen, and Jay Price. Also contributing were Peter Burke and Ralph Fessler.

Dr. McDonnell is a Professor of Education at Beloit College in Wisconsin. Dr. Christensen is Director of the MAT program at National College of Education in Evanston, Illinois. Dr. Price is a Professor of Education at the University of Wisconsin, Stevens Point. Dr. Burke is a Section Chief with the Wisconsin Department of Public Instruction. Dr. Fessler is Director of the Division of Education, The Johns Hopkins University. Together they have formed the Collegial Research Consortium, Ltd., to engage in research of mutual interest concerning the career-long education of teachers.

SP 032 207

BEST COPY AVAILABLE

TEACHERS' CAREER STAGES AND AVAILABILITY AND APPROPRIATENESS OF INCENTIVES IN TEACHING

The goal of making teaching a more attractive profession for "the best and brightest" has caused a scramble to find ways of providing a variety of incentives for teachers and changing the structure of the teaching profession. The terms "master teacher" and "career ladder" most often have been associated with efforts to improve conditions in the profession. More recently the term "career lattice" has been introduced to describe horizontal or nonsalary incentives. (California Roundtable on Educational Opportunity, 1985; Christensen, McDonnell, and Price, 1988).

In order to plan for incentives and career ladders, it is important to look at teachers' careers and what characteristics are present at various stages. If up to 50 percent of teachers leave the profession after five years, what is happening within to cause them to abandon teaching as a profession? What professional incentives are appropriate at various stages to keep good people in the classroom?

In many reports, ranging from the National Commission (1983) to Ernest Boyer's (1984) and Theodore Sizer's (1984), it was recognized that quality education and constructive reform would only be achieved by taking into account the key factor--the teacher. Attention was paid to the need to upgrade the profession by paying professional salaries, by attracting the best potential students into the field, by increasing accountability, by restructuring the profession itself. Merit pay, master teacher, nonsalary incentives, and career ladders have been national topics for debate. More than debate is occurring. School boards and state legislatures are implementing some of these concepts. While merit pay and differentiated staffing, functions, and salaries are not new, it seems that the time has come when the teaching cadre will be substantially more professional as a result of the reforms of the '80s.

Goals for Improving the Professional Nature of Teaching

Teaching is not yet fully professional; it is an emerging profession. What problems exist which indicate a need for change in the profession? What directions should these changes take? What aspects of the profession need modification? Six areas of concern seem salient.

First, there is a general recognition that both entry levels and top levels of most salary schedules are inadequate for competent teachers. Most of the major reports recognized this problem and recommended significantly raising

the compensation of competent teachers. Any proposal for improving the status of the teaching cadre in this country that does not take this issue into account is doomed to failure.

The second problem is attracting a sufficient number of students into education. There is increasing evidence of a current and growing teacher shortage. On a national level math, science, and some categories of special education teachers are in short supply. In some regions, such as the Sunbelt states, there is a shortage of teachers in general. Even in the Northeastern and Middlewest states, where reductions in staff still occur, evidence indicates a shrinking supply which will soon result in stabilization or even shortages. Demographic trends in terms of births indicate that the number of school age students is shifting upward while the number of students entering teaching has shrunk 50 percent since 1972. Further, women who used to find teaching one of the few professions in which they could gain entry and receive equal pay for equal work, are now finding other careers at more attractive salaries. This hidden subsidy of supply is rapidly becoming a thing of the past. Teaching as a career must simply be made more attractive if the profession is to renew itself with competent new teachers.

The third problem that must be addressed is how to retain quality teachers in the profession. A variety of studies demonstrate that the dropout rate is quite high -- on the order of 50 percent in five years. There is some evidence that indicates that the teachers who do drop out are among the more competent. Teacher incentives and appropriate professional development needs should focus on teachers' skills in such a way that they are rewarded based on competence and contribution, so that they are more likely to remain in the profession.

A fourth problem with the career of teaching as it is currently structured is the relative flat and goalless career line. Functions of teaching are basically undifferentiated. The first year novitiate and the 40-year veteran

perform essentially the same task. In fact, the novitiate often has the more difficult assignments, larger classes and more extensive extracurricular responsibilities, partially as a way to get a job in a tight market and partially as a result of seniority systems. Salary schedules reflect this fact. They are "front-end loaded," to use Lortie's (1975) term. By the time teachers reach 35 to 40, if they have continued their accumulation of units and degrees, they have topped out on the salary schedule; there is nowhere to go except for cost of living adjustments or a general overall increase in the schedule. The problems of undifferentiated functions and a front-end loaded salary scheme, in addition to the disincentive for professional growth, should be addressed in any proposal to improve the profession regardless of the adequacy of the salary schedule.

A fifth problem facing the profession is its bureaucratic nature. This, when coupled with an undifferentiated structure, results in a unique profession where to go up in money or status one must get out of teaching and leave the classroom. Career lines for those who stay in education vary. Some find considerably more money and some status by becoming an administrator. Others find status and often some increase in salary by going into higher education. Since the late sixties and the growth of collective bargaining, many classroom teachers attain money and status in a new career line of professional organization/ teacher union work. The bureaucratization of the school has resulted in teachers having little control in the actual conditions of the work environment. They report to a "boss" who does not have a role in the classroom, as well as to other administrators and educationists who have "escaped" the classroom but seem to have an inordinate amount of control over it. No wonder teachers who do stay report a feeling of alienation from the work place. No wonder they resent the lack of autonomy, the little control, and the absence of leadership which they have in the school. No wonder there has been rapid unionization of the teacher force in the

past decades. A restructuring of teacher incentives should strive to restore control, autonomy, and leadership to the teacher.

Finally, most teacher incentive schemes assume an inevitable upward trend in a person's career in which one reaches the peak and stays there until retirement. Current research in adult development, learning, and teacher growth indicates that this assumption may just not be the case. A cyclical model of ebb and flow, of peaks and valleys, may more likely prevail. If teacher incentives are to reflect this, they must provide flexibility based on career stages and alternatives reflecting potential teacher stage cycles as influenced by one's personal and school environment.

Career Stage Theory, Teacher Incentives and Professional Development

To meet individual needs and increase the effectiveness of instruction is an objective that is accepted by virtually every educator. This purpose has changed teacher/student ratio, published materials, government spending patterns, parent involvement, special education programs, and certification laws. A great portion of our education dollar is spent in trying to meet the individual needs of students. What happens, however, when teachers become students? Are individual needs assessed and met when considering teacher incentives and professional development programs? How do needs change as teachers mature in life experiences and in their careers? How can incentives and professional development programs be tailored to meet these needs? How can professional development provide rewards and incentives to teachers at various levels in their careers?

School districts, private foundations, and the government have allocated substantial sums of money to support professional development for educators. Legislatures and education agencies across the nation are responding to recommendations made in the variety of national and state reports previously

mentioned. There is a need to be certain that the funds that are expended for professional development will provide the most benefits possible. One way of assuring this is to understand teachers' needs and provide for their individual differences. Floden and Feiman (1981) believe that there is a need to look at how teachers change throughout their careers.

> Teacher educators and educational researchers share a desire to improve elementary and secondary school education. Since teachers made a difference in education, one promising way to improve education is through changes in teachers. The ways in which changes can be effected, however, are poorly understood. Many educators and researchers believe that a better understanding of patterns of teacher change would suggest means for producing or fostering desired changes. (p. 1)

Sykes (1983) states that "career stages and differential rewards encourage workers to defer gratification and to maintain effort. An unstaged career which provides a uniform reward schedule based on seniority cannot command continued commitment" (p. 28).

Existing evidence on teachers' careers suggest that there are identifiable career stages through which teachers progress (Burke, Christensen & Fessler, 1984; Christensen, et al., 1986). Also, inherent in these career stages is the need for differentiated teacher incentives and development programs. The premise that the stages of development are important in planning effective professional incentives and development programs is well accepted in the literature (Bents & Howey, 1981; Burden, 1981, 1982; Hall & Loucks, 1978; Krupp, 1981; Levine, 1989).

The literature cited above yielded many "first attempts" at researching the development of teachers throughout their careers and contains some suggestions, trends, and weaknesses. Although extensive research studies have been conducted in specific areas such as stages of concern about innovations and student teaching, these are not necessarily applicable to stages of teachers' careers. Consequently, the literature reviewed thus far has identified a need to know where teachers are in their career development. Furthermore, the notion

that needs are different during various career stages is consistent in all of the literature reviewed. Yet, an evident weakness lies in the area of needs assessment. The literature did not yield a great number of procedures for assessing stages of teachers' careers. There are numerous sources of information on needs assessment and the trend seems to be more toward involving teachers in the identification of their own needs and balancing personal and institutional or organizational needs. Also, there is a trend to plan professional development programs to more adequately meet the individual teacher's personal and professional needs. The need to look at factors such as age, family status, years of experience, student populations, and the role of these characteristics is timely. Teachers need to be provided with meaningful support systems and in a time of limited finance, "hit or miss" efforts must be avoided.

The following section will focus on a model of teachers' careers and the influence from their personal and organizational environment.

Teacher Career Cycle Model

Figure 1 here

The model presented in Figure 1 (Fessler, 1985) is an attempt to describe the dynamics of the teacher career cycle. The model offers a view of the career progression which reflects influences from environmental factors both personal and organizational. The career cycle itself progresses through stages not in a lock-step, linear fashion, but rather in a dynamic manner reflecting responses to the personal and organizational environmental factors. The components of the model are described in the following sections.

The teacher career cycle responds to environmental conditions. A supportive, nurturing, reinforcing environment can assist a teacher in the pursuit of a rewarding, positive career progression.

Environmental interference and pressures, on the other hand, can impact negatively on the career cycle. The environmental factors are often interactive, making it difficult to sort out specific influences that impact upon the cycle. In an attempt to sort out the variables, however, the influences may be separated into the broad categories of personal environment and organizational environment.

Personal Environment

The personal environment of the teacher includes a number of interactive yet mutually identifiable "facets." Among the variables from the personal environment that have an impact upon the career cycle are family support structures, positive critical incidents, life crises, individual dispositions, avocational outlets, and the developmental life stages experienced by teachers. These facets may impact singularly or in combination, and during periods of intensive importance to individuals, they may become the driving force in influencing job behavior and the career cycle. Positive nurturing and reinforcing support from the personal environment that does not foster conflict with career-related responsibilities will likely have favorable impacts upon the career cycle. Conversely, a negative crisis-ridden, conflict-oriented personal environment will likely impact negatively upon the teacher's world at work.

Organizational Environment

The organization environment of schools and school systems comprises a second major category of influences upon the career cycle. Among the variables impacting here are school regulations, the management style of administrators

and supervisors, the atmosphere of public trust present in a community, the expectations a community places upon its educational system, the activities of professional organizations and associations, and the union atmosphere present in the system. A supportive posture from these organizational components will reinforce, reward, and encourage teachers as they progress through their career cycles. Alternatively, an atmosphere of mistrust and suspicion will likely have a negative impact. It should be noted that the list of facets in the environments is not all inclusive. What is presented here is an outline of some key components that can impact on the career cycle.

Components of Career Cycle

The components of the career cycle are described below.

Preservice The preservice phase is the period of preparation for a specific role. Typically, this would be the period of intitial preparation in a college or university. It could also include retraining for a new role or assignment, either within a higher education institution or as part of an inservice process within the work setting.

Induction The induction phase is generally defined as the first few years of employment during which time the teacher is socialized into the system and learns the everyday aspects of the job. It is generally a period when a new teacher strives for acceptance by students, peers, and supervisors and attempts to achieve a comfort and security level in dealing with everyday problems and issues.

Competency Building During this phase of the career cycle, the teacher is striving to improve teaching skills and abilities. The teacher seeks out new materials, methods, and strategies. Teachers at this phase desire to build their skills and are frequently receptive to new ideas, attend workshops and conferences, and enroll in graduate programs.

Enthusiastic and Growing Even after reaching a high level of competence, an enthusiastic and growing teacher seeks to continuously progress as a professional. Teachers at this phase love their jobs, can't wait to get to school everyday, and are constantly seeking new ways to further enrich their teaching. Enthusiasm and high levels of job satisfaction are key ingredients.

Career Frustration This period is characterized by frustration and disillusionment with teaching. Job satisfaction is not present to a high degree, and the teacher reflects upon why he or she is doing this work. Much of what is described in the recent literature dealing with teacher burnout can be included in this phase. While the frequency of this frustration often occurs during a mid-career period, the increased incidence of similar feelings among teachers in relatively early years of their careers has been observed. There is evidence that this phenomenon is even present among many first year teachers.

Stable and Stagnant Stable and stagnant teachers have resigned themselves to putting in "a fair day's work for a fair day's pay." These teachers are doing what is expected of them, but little more. They may be doing an acceptable job, but are not committed to the pursuit of excellence and growth. These teachers are often going through the motions to fulfill their terms of contract.

Career Wind-Down This phase describes the conditions present when a teacher is preparing to leave the profession. For one, it may be a pleasant period, reflecting upon positive experiences and anticipating a career change or retirement. For others, it may reflect a bitter period, one in which a teacher resents forced job termination, or alternatively, cannot wait to get out of an unrewarding job.

Career Exit This phase represents the period of time after a teacher leaves the job. It may reflect the period of retirement after many years of service, unemployment after voluntary or elective job termination, or a temporary career exit for child rearing or alternative career exploration.

The reform movement of the 1980's has prompted a search for a new structuring of the teaching profession which will result in a higher level of incentives for the more competent teacher. Both old and new models have been undertaken, often without consideration of the dynamics of career cycles present within the profession.

Purpose of Study

Earlier work on incentives in teaching has reported the non-monetary and intrinsic rewards that teachers cite as being important to them (Lortie, 1975). Job redesign and assuming new roles as a teacher have been cited also as incentives (Hart, 1987). Recent work by the Collegial Research Consortium (1987) and Burke, Christensen, Fessler, McDonnell and Price (1987) demonstrated that a majority of teachers preferred incentives that were most closely related to improving their work, e.g., extra materials and time. Yet, the appropriateness of these incentives varied with the career stages of the teachers so that what was appropriate for teachers at one career stage was not necessarily appropriate for teachers at a different stage.

The present study of incentives in teaching sought to extend work in this area by answering the following questions:

1. How do differences in the availability of incentives relate to teachers' perceptions of appropriateness of the incentives?
2. How do teachers' career stages relate to teachers' perceptions of incentives given the availability of these incentives?

The data analyzed for this study were collected as part of a larger study investigating and validating a model of teachers' career stages (Fessler, 1985; Burke, et al., 1987). For the present study the data from approximately 500 teachers from a total of 778 were selected based on their having responded to the demographic questions and questionnaires of interest in this study. Using

the Self-Selection of Career Stages (SSCS), teachers first read eight career-stage paragraphs and then selected the one most descriptive of their current career stage. These descriptions were composites based on an extensive review of the adult development and career stage literature as well as interviews with teachers. Teachers next responded to the Teacher Incentives Inventory (TII) using a five-point Likert scale to indicate both the availability and appropriateness of each of forty-six incentives in teaching. These incentives were drawn from the literature on existing and recommended types of incentives as well as the researchers' experiences. The items covered monetary, nonmonetary, role-change, and time categories of incentives. Test-retest reliability estimates for the SSCS over a three to four week time period range from .7 to .8 while the alpha estimates for the TII are also in the .7 to .8 range for the six factors or scales that comprise the TII.

Results

Table I here

Table I contains the means, standard deviations, correlations and discrepancy values for each of the 46 "appropriate" and "available" ratings. What is apparent from the discrepancy values is that they are all positive, ranging from a low of 0 to a high of 1.7. This result indicates, with one exception (item #25), that the availability ratings do not match the appropriateness ratings. Also, in no case does the availability exceed the appropriateness rating. The average discrepancy value obtained was .99 with a standard deviation of .41.

Table I also contains the values of the correlations between the two ratings. These values were all positive, ranging from a low of .09 to a high of .62 (all values were significant at or beyond the .05 level) indicating that in general there is a low, positive relationship between ratings of availability and appropriateness. The average correlation across the 46 items was .26 with a standard deviation of .10.

Finally, to assess the similarity between the two types of ratings, a correlation was computed between the two mean ratings across the 46 incentive items. The value obtained for this correlation was .80 indicating a high positive relationship between the two ratings; higher average appropriate ratings tend to be accompanied by higher average availability ratings.

Data on the appropriateness of the incentives were analyzed using the t-test for independent samples with the samples formed in the following way. If teachers reported that an incentive was rarely or seldom available to them, then these teachers were placed in one group. In the second group were those teachers who indicated that an incentive was occasionally, frequently, or very frequently available to them. The pattern of these results was then examined across the career stage groups to determine the relationship of career stage to appropriateness of incentives given the availability of the incentives.

Table II here

The results of these analyses indicated that teachers' perceptions of the appropriateness of various incentives are positively related to the availability of the incentives. In other words, among those teachers for whom incentives were more available, the incentives were rated as more appropriate; in contrast, when incentives were not as available, the teachers' ratings of appropriateness were not as high. For example, where designation as a master teacher (item 4) was available, the teachers reported higher levels of appropriateness than the levels reported by teachers in situations where designation was not as available.

This held true for all four career stages where a significant difference occurred for the incentive. In item 20, "privileges (office, parking, etc.)" teachers at all stages found this item frequently appropriate when it was available. When the incentive was seldom or never available, teachers in all stages considered it seldom appropriate. This suggests that the degree of availability of an incentive has an important influence as to how teachers perceive its appropriateness to their careers.

With respect to the second question in this study, the results indicated two important outcomes. First, across the career stages it appeared that incentives were valued more by the growth stage teachers. More incentives at these teachers' stages were indicated as appropriate, given their availability, than at other stages. In particular, Growing and Enthusiastic teachers reported by far the largest numbers of appropriate incentives given their availability with those in the Compentency Building Stage a close second. On the other hand, only six incentives out of forty-six listed were deemed appropriate given their availability by teachers in the Stable and Stagnant and teachers in the Career Frustration stages. This suggests that growth stage teachers may be more responsive to incentives while few incentives would motivate the non-growth-stage teachers despite the incentives' availability.

The second outcome is that incentives were perceived as different in their appropriateness, given their availability, across the several career stages. This is to say that career stage is related to differences in appropriateness ratings. For example, teachers who indicated that "school based recognition and rewards" (item 5) were more appropriate and more available were at the growth stages of teaching while teachers at the stages of career frustration or stagnancy, given differences in availability, did not differ in their perceptions of appropriateness for this incentive.

"Praise from students" (item 12) was considered more appropriate and more available by teachers in the Competency Building, Growing and Enthusiastic, and Wind-Down and Exit Stages. On the other hand, teachers in Pre-Service/Induction, Stable and Stagnant and Career Frustration, given differences in availability, did not differ in their perception of the appropriateness of this incentive. Incentives are perceived differently by teachers, as to their appropriateness, dependent on their career stage.

Implications

An important finding from this research project for the teaching profession is the linking of career stages to appropriate incentives and the coupling of staff development program delivery techniques to incentives and to career stages. Incentives in both the monetary and nonmonetary categories that are selected as appropriate by teachers at different stages have implications for people who plan long-range staff development programs. It is important to know which teachers react positively to praise and support, which need concrete incentives, and which respond to money and security items only.

The discrepancy data suggest the need to analyze carefully the availability of specific incentives at each career stage to meet fully the needs of teachers. Attention clearly needs to be given to increasing the availability of incentives which are ranked as highly appropriate by teachers but which have high discrepancy ratings indicating scarcity of this particular incentive.

This research holds important implications for policy makers concerned with providing staff development and incentive support structures for teachers. The differences of teachers in various career stages point to the need to consider models that advocate personalized, individualized support systems. In searching for such models particular attention might be given to the works of Sergiovanni and Starratt (1979), Herzberg (1959), Bents and Howey (1981), Fessler (1985) and Glickman (1985).

The need to broaden the concept of staff development and professional growth to include concern for the personal needs and problems of teachers is also reinforced by this research. This might include support systems to assist teachers in dealing with family problems, chemical abuse, financial planning, crisis resolution, and retirement issues. Larger districts could examine means for providing internal support systems for such purposes, while smaller districts could explore linkages to existing social service agencies.

For example, for teachers in the preservice-induction stages appropriate support or incentives could be extra work for extra pay, loan forgiveness, control over instructional decisions, aide support, while Growing and Enthusiastic teachers prefer such incentives as professional advancement, designation as a master teacher, longer year with pay, leadership opportunities, organizational recognition, extra work options, support for classroom research or a flexible work day.

Those teachers in a stage characterized by frustration would find the following incentives more appropriate for them: more aide support, released time for professional activities, "promotion" to administration, organizational recognition, written praise from supervisors or praise from students. Appropriate incentives for the people in a career wind-down or exit stage could include early retirement options, administrative work, master teacher designation, leadership opportunities, released time for professional activities, or a flexible work day.

Results such as these support the conclusion that an incentive to act as an incentive must be available and it is judged more appropriate when it is available. However, an incentive will not necessarily act as a universal incentive for all teachers. One implication of these results is that incentives differ in their attractiveness to teachers. That this difference is also related to the stages of teachers' careers implies that teachers need to be

looked at as individuals whose professional and personal development needs cannot all be met by incentives such as career ladder plans.

These data put into question the imposition of career ladders as the major or only incentive system for teachers. In education the need for individualization of instruction for children is emphasized. Based on these data, policy makers should also strive to individualize professional development and incentives for teachers. Career ladders may be politically expedient; in and of themselves, they may not make teaching a more professionalized occupation. Career lattice options dependent on career stages should be pursued as an additional or alternative to the current mania for career ladders.

The results given here support the current movement toward career-long teacher education that involves significant consideration of induction, renewal, and redirection activities. Teacher educators are aware of the needs to fine tune preservice preparation, they are designing means to meet the needs of beginners, and they are involved in the development of programs for career teachers. This research has meaning for all of these levels and gives justification to the professional decisions teacher educators and staff developers need to make in planning and performing their tasks.

REFERENCES

Bents, R. K., & Howey, K. R. (1981). Staff development -- Change in the individual. In B. Dillon-Peterson (Ed.), Staff development/ Organizational development (pp. 11-36). Alexandria, VA: Association for Supervision and Curriculum Development.

Boyer, E. L. (1984). High School. New York: Harper & Row.

Burden, P. R. (1981, November). Teachers' perceptions of their personal and professional development. Paper presented at the Annual Meeting of the Midwestern Educational Research Association, Des Moines, IA.

Burden, P. R. (1982, February). Developmental supervision: Reducing teacher stress at different career stages. Paper presented at the Annual Conference of the Association of Teacher Educators, Phoenix, AZ.

Burke, P. J., Christensen, J., & Fessler, R. (1984). Teacher career stages: Implications for staff development. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Burke, P. J., Christensen, J. C., Fessler, R., McDonnell, J. H., & Price, J. R. (1987, April). The teacher career cycle: Model development and research report. Paper presented at the meeting of the American Educational Research Association, Washington, D. C. (ERIC Document Reproduction Service No. ED 289 846)

California Round Table on Educational Opportunity. (1985). Teaching: Making it an effective and attractive profession. Sacramento, CA: Author.

Christensen, J., Burke, P., Johnston, J. M., Brownlee, G. D., Price, J., Fessler, R., Heideman, R., McDonnell, J. H., & Miller, S. (1986). The role of teacher career stages and professional development practices in determining rewards and incentives in teaching. Washington, D. C: Department of Education (pending ERIC publication).

Christensen, J., McDonnell, J. H., & Price, J. R. (1988). Personalizing staff development: The career lattice model. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Collegial Research Consortium (1987). Incentives and teachers' career stages: Influences and policy implications. In C. A. Bartell (Ed.), Proceedings of a Seminar on Incentives that Enhance the Teaching Profession: A Discussion of the Policy Issues (pp. 126-170). Elmhurst, IL: North Central Regional Educational Laboratory.

Cresap, McCormick, & Paget. (1984). Teaching incentives. Reston, VA: National Association of Secondary School Principals.

Fessler, R. (1985). A model for teacher professional growth and development. In P. J. Burke & R. G. Heideman (Eds.), Career-long teacher education (pp. 181-193). Springfield, IL: Charles C. Thomas.

Floden, R. E., & Feiman, S. (1981). A developmental approach to the study of teacher change: What's to be gained? East Lansing, MI: Michigan State University, Institute for Research on Teaching. (ERIC Document Reproduction Service No. ED 204 343)

Glickman, C. D. (1985). Supervision of instruction: A developmental approach. Boston, Allyn and Bacon.

Hall, G. E., & Loucks, S. (1978). Teacher concerns as a basis for facilitating and personalizing staff development. Teachers College Record, 80, 36-53.

Hart, A. (1987). Redesigning work for current and future teachers. In C. A. Bartell (Ed.), Proceedings of a Seminar on Incentives that Enhance the Teaching Profession: A discussion of the Policy Issues (pp. 23-47). Elmhurst, IL: North Central Regional Educational Laboratory.

Herzberg, F., Mausner, B., & Snyderman, B. (1959). The motivation to work. New York: John Wiley.

Krupp, J. A. (1981). Adult development: Implications for staff development. Manchester, CT.

Levine, S. (1989). Promoting adult growth in schools: The promise of professional development. Boston: Allyn & Bacon.

Lortie, D. (1975). School teacher. Chicago: University of Chicago Press.

The National Commission on Excellence in Education. (1983). A nation at risk: The imperative for educational reform. Washington, DC: Government Printing Office.

Sergiovanni, T., & Starratt, R. (1979). Supervision: Human perspectives (2nd ed.). New York: McGraw-Hill.

Sizer, T. R. (1984). Horace's compromise. Boston: Houghton Mifflin.

Super, D. E., & Hall, D. T. (1978). Career development: Exploration and planning. In M. R. Rosenweig & L. W. Porter (Eds.), Annual Review of Psychology, (29), 333-372.

Sykes, G. (1983). Public policy and the problem of teacher quality: The need for screens and magnets. In L. Shulman (Ed.), Handbook of teaching and policy. New York: Longman.

Figure 1. A model of the stages of the Teacher Career Cycle and the environmental factors that affect it.

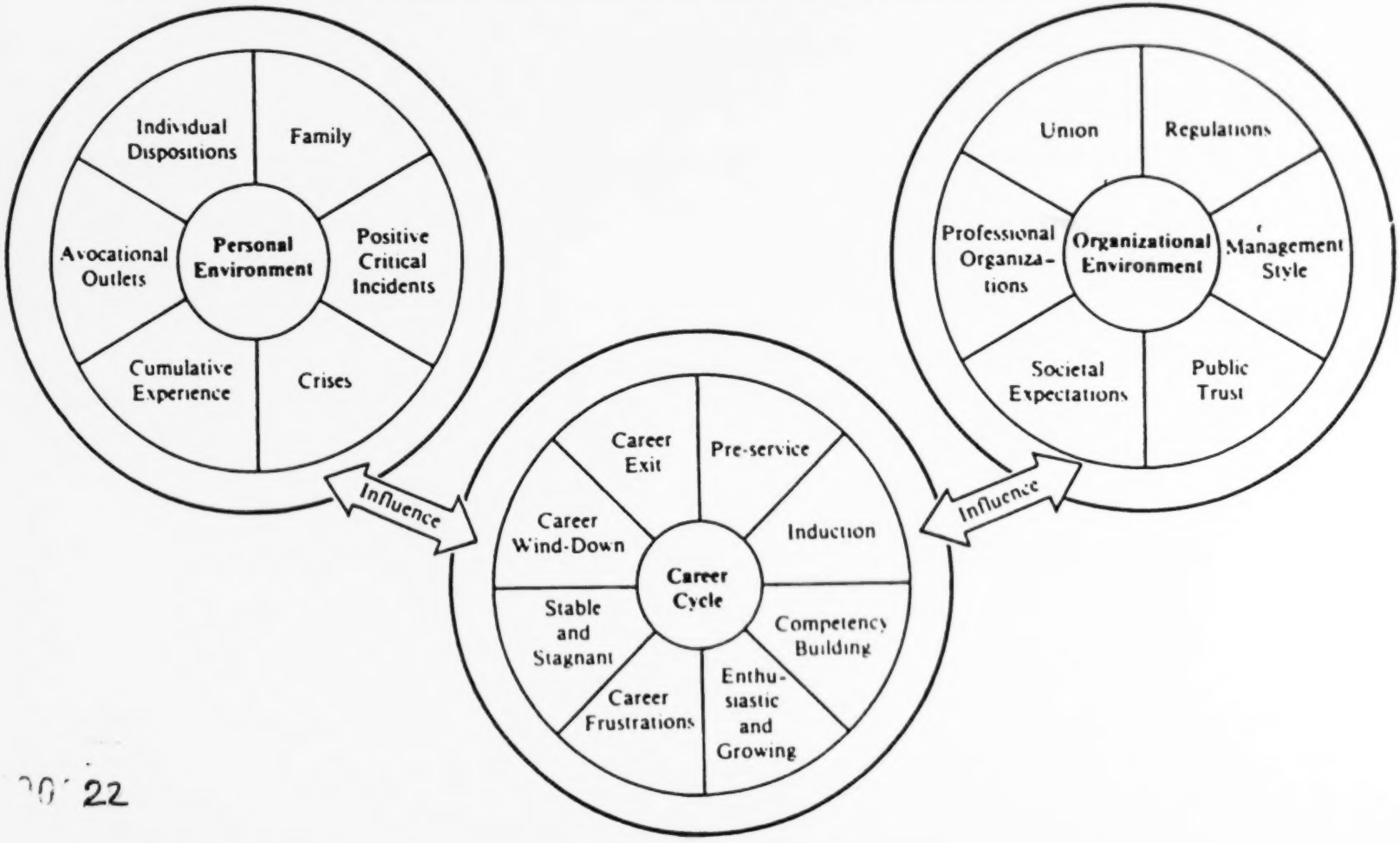

Table I. Means*, S.D.s, and Discrepancies for Incentives Items

	Appropriate ($\bar{X}$)	Appropriate (S.D)	Available ($\bar{X}$)	Available (S.D)	(rAA)	Discrepancy (Ap-Av)
1. Increase in base pay for teaching excellence	3.4	1.4	1.8	1.2	.19	1.6
2. One-time bonus for teaching excellence	2.9	1.5	1.2	0.7	.14	1.7
3. Across-the-board increase in base pay	4.1	1.1	3.4	1.2	.26	0.7
4. Designation as master or lead teacher	3.2	1.5	1.9	1.4	.24	1.3
5. School based recognition or awards	3.3	1.3	1.9	1.1	.24	1.4
6. School system recognition or awards	3.2	1.2	2.0	1.1	.21	1.2
7. Professional organization recognition or rewards	2.9	1.3	2.1	1.2	.32	0.8
8. Verbal praise from principal/supervisor	4.2	0.9	3.3	1.2	.25	0.9
9. Written praise from principal/supervisor	4.0	1.0	2.8	1.3	.23	1.2
10. Praise from community	3.7	1.1	2.4	1.2	.24	1.3
11. Praise from parents	4.1	0.9	3.2	1.1	.27	0.9
12. Praise from students	4.2	0.9	3.6	1.1	.39	0.6
13. Promotion to administrative position	2.0	1.4	1.9	1.2	.23	0.1
14. Smaller class size assignment	3.8	1.2	2.3	1.2	.18	1.5
15. Teacher's choice of teaching assignment	4.0	1.1	2.9	1.4	.42	1.1
16. Increased preparation time	3.8	1.2	2.1	1.1	.10	1.7
17. Extra secretarial support	3.5	1.2	2.1	1.2	.20	1.4
18. Aide support	3.5	1.4	2.1	1.4	.34	1.4
19. Extra materials support	3.9	1.0	2.9	1.2	.20	1.0
20. Privileges (office, parking, etc.)	3.2	1.4	2.7	1.5	.62	0.5
21. Leadership opportunities	3.4	1.1	3.0	1.1	.42	0.4
22. Pleasant physical environment	4.2	0.9	3.4	1.2	.28	0.8
23. Mentor/master teacher role	3.1	1.3	2.2	1.3	.32	0.9
24. Options for extra work in the summer	2.7	1.4	2.6	1.4	.23	0.1
25. Options for extra work during the year	2.6	1.3	2.6	1.4	.35	0.0
26. Position exchanges and/or internships	2.5	1.3	1.7	1.0	.18	0.8
27. Early retirement options	3.0	1.4	2.5	1.3	.09	0.5
28. Longer day and/or year options (with addtl pay)	2.3	1.4	1.4	0.9	.26	0.9
29. Flexible work day (year)	2.8	1.5	1.5	0.9	.29	1.3

Table I - Continued

30. Released time for curriculum development	3.6	1.2	2.3	1.2	.12	1.3
31. Scholarships for advanced study	3.2	1.4	1.6	1.0	.11	1.6
32. Educational loan forgiveness	2.4	1.5	1.4	0.9	.17	1.0
33. Paid sabbatical leaves	3.1	1.5	1.9	1.3	.15	1.2
34. Expenses-paid attendance at professional conferences	3.8	1.2	2.7	1.3	.29	1.1
35. Travel funds for professional development	3.5	1.3	2.1	1.3	.33	1.4
36. Support for research and writing	2.8	1.5	1.6	1.0	.18	1.2
37. Released time for professional activities	3.7	1.1	2.7	1.2	.35	1.0
38. Opportunities for professional advancement	3.5	1.2	2.6	1.1	.26	0.9
39. Job protection and security	4.2	1.0	3.7	1.1	.28	0.5
40. Attractive insurance benefits	4.2	0.9	3.5	1.1	.29	0.7
41. Attractive fringe benefits (personal leaves, sick leaves)	4.3	0.8	3.6	1.1	.33	0.7
42. Attractive retirement benefits	4.1	1.1	3.1	1.1	.20	1.0
43. Control of instructional decisions	4.3	0.9	3.3	1.2	.31	1.0
44. Influence in school decision making	3.9	1.0	2.6	1.1	.21	1.3
45. Freedom to experiment with teaching alternatives	4.1	0.9	3.4	1.2	.42	0.7
46. Control over issues and events in work environment	3.9	0.9	2.8	1.1	.17	1.1

* Means based on five-point Likert Scale with 1=never 5=very frequently.

Table II

Career Stages and Mean Differences
"Appropriate" Ratings of Incentives
by Incentive "Availability"*

Item	1 N=25	2 N=92	3 N=230	4 N=30	5 N=49	6** N=37
1 Increase in base pay for teaching excellence		3.8 3.4				4.2 3.1
2 One-time bonus for teaching excellence			3.6 2.9			
3 Across-the-board increase in base pay			4.2 3.2			
4 Designation as master or lead teacher.		3.7 3.2	3.8 3.3	4.0 2.5	3.9 2.5	
5 School based recognition or awards	3.9 2.9	3.8 3.2	3.7 3.1			3.5 2.7
6 School system recognition or awards.	4.0 2.8	3.7 3.2	3.6 3.1			
7 Professional organization recognition or rewards	3.6 2.1		3.3 2.7	3.0 2.2		3.5 2.4
8 Verbal praise from principal/supervisor						
9 Written praise from principal/supervisor			4.2 3.9			
10 Praise from community		4.0 3.4	4.0 3.5			
11 Praise from parents			4.2 3.9			3.9 3.3
12 Praise from students		4.3 3.7	4.3 3.7			4.0 2.9

*The first mean is the average appropriate rating from those teachers who reported the incentive was occasionally, frequently or very frequently available. The second mean is from those teachers reporting the incentive seldom or never available. $P \leq .10$.

**Career Stages: 1=PreService Induction; 2=Competency Building; 3=Growing and Enthusiastic; 4=Stable and Stagnant; 5-Career Frustration; 6-WindDown and Exit.

Item	1 N=25	2 N=92	3 N=230	4 N=30	5 N=49	6** N=37
13 Promotion to administrative position	3.3 1.5	2.7 1.9	2.4 1.9		3.0 1.8	
14 Smaller class size assignment	4.0 3.0		3.9 3.6			
15 Teacher's choice of teaching assignment	4.4 3.1	4.3 3.5	4.3 3.5	4.1 3.5		
16 Increased preparation time	4.7 3.5					
17 Extra secretarial support			3.9 3.3			
18 Aide support		4.3 3.5	4.1 3.2			
19 Extra materials support				3.4 3.9		3.8 2.9
20 Privileges (office, parking, etc.)	4.3 2.3	3.9 2.3	3.8 2.6	3.8 2.6	4.4 2.4	4.1 2.8
21 leadership opportunities	3.7 2.9	3.6 2.9	3.7 3.2	3.3 2.7		
22 Pleasant physical environment			4.2 3.9			
23 Mentor/master teacher role	4.0 2.4	3.4 2.8	3.6 3.0			3.6 2.6
24 Options for extra work in the summer		2.9 2.5	3.0 2.6			
25 Options for extra work during the year	3.4 1.9	3.2 2.1	3.0 2.3		2.8 1.9	
26 Position exchanges and/or internships.	3.5 1.3	3.5 1.2	3.6 1.3			3.7 1.4
27 Early retirement options	3.3 1.8					
28 Longer day and/or year options (w.addtl pay)		3.1 2.0	3.2 2.3			

**Career Stages: 1=PreService Induction; 2=Competency Building; 3=Growing and Enthusiastic; 4=Stable and Stagnant; 5-Career Frustration; 6-WindDown and Exit.

Item	1 N=25	2 N=92	3 N=238	4 N=30	5 N=49	6** N=37
29 Flexible work day (year)		3.9 2.6	3.7 2.6			
30 Released time for curriculum development						
31 Scholarships for advanced study						
32 Educational loan forgiveness			3.1 2.2			
33 Paid sabbatical leaves			3.4 3.0			3.8 2.7
34 Expense-paid attendance at professional conferences	4.3 3.5		4.1 3.4			
35 Travel funds for professional development		4.2 3.4	4.0 3.2			
36 Support for research and writing			3.5 2.6			
37 Released time for professional activities		4.0 3.3	3.9 3.4			
38 Opportunities for professional activities		3.8 3.3	3.7 3.3			
39 Job protection & security	4.4 3.5		4.3 3.9			
40 Attractive insurance benefits		4.2 3.6	4.3 3.9			
41 Attractive fringe benefits (personal leaves, sick leaves)			4.4 4.0		4.4 3.3	
42 Attractive retirement benefits		4.3 3.8	4.2 3.7			
43 Control of instructional decisions		4.5 4.0	4.5 4.0			3.8 4.3
44 Influence in school decision making		4.3 3.8	4.1 3.7			

**Career Stages: 1=PreService Induction; 2=Competency Building; 3=Growing and Enthusiastic; 4=Stable and Stagnant; 5-Career Frustration; 6-WindDown and Exit.

Item	1 N=25	2 N=92	3 N=238	4 N=30	5 N=49	6** N=37
45 Freedom to experiment w. teaching alternatives		4.4 3.6	4.2 3.7			
46 Control over issues and events in work environment		4.1 3.7			3.5 3.9	

**Career Stages: 1=PreService Induction; 2=Competency Building; 3=Growing and Enthusiastic; 4=Stable and Stagnant; 5-Career Frustration; 6-WindDown and Exit.